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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 28 titles deal with a variety of topics, including the following: (1) the usefulness of peer-shared reading information in primary-grade reading groups; (2) development and evaluation of a sustained silent reading program in grade four using self-selected materials; (3) effect of tutoring assistance on students' reading skills mastery in the competency-based curriculum; (4) the effect of advance organizers on children's processing of text; (5) the effectiveness of a computer-assisted videocassette module for reading instruction; (6) the effect of a guidance unit on test-taking strategies on reading test scores of sixth grade students; (7) the relationship of a kindergarten intervention program and reading readiness, language skills, and reading achievement; (8) the nature of good and poor reader prereading lessons; (9) an investigation of the effect of preschool on reading readiness and beginning reading achievement; (10) students' affective awareness of aesthetic form and symmetry through a directed reading lesson approach; (11) a content analysis of reading comprehension instruction in selected social studies teachers' manuals of first, third, and fifth grade; and (12) a model for predicting academic achievement based on temporal aspects of children's item-naming. (EL)

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Abstracts of the following dissertations are included in this collection:

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Aranha, Mabel
DEVELOPMENT AND EVALUATION OF A SUSTAINED SILENT READING PROGRAM IN GRADE FOUR USING SELF-SELECTED MATERIALS

Belton, Ada Harrington
EFFECTS OF INTONATIONAL STRATEGIES AND READ-ALONG TECHNIQUES ON GIST AND SEQUENCING COMPREHENSION

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Klevenow, Suella Myers
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THE USEFULNESS OF PEER-SHARED READING INFORMATION IN PRIMARY-GRADE READING GROUPS

Order No. DA8501367

AGEE, KAREN SUE, PH.D. *New Mexico State University*, 1984. 194pp. Chairman: Leon E. Williamson

The utility of peer reading instruction in the primary grades is uncertain, and estimations of the value of peer assistance in reading groups have heretofore been based on anecdotal evidence. The purpose of this study is to investigate the usefulness of reading information shared in unsupervised reading groups in one first-grade and one second-grade classroom. The children were observed for more than 100 hours, and data consisted of written notes, audiotapes, and videotapes of classroom interactions, with particular attention to reading instruction and peer assistance. Each of the three reading groups in each class was observed and recorded during at least three separate sessions when the teacher absented herself from the group and instructed the children to help each other with the reading assignment. The usefulness of peer-taught reading instruction was gauged by considering the content, accuracy, and utilization of the reading information shared by the children in the unsupervised reading groups.

The content of the reading information shared in these groups was not so broad in scope as the reading instruction offered by the teacher and the basal reading series. Shared reading information consisted primarily of telling the answer, reading a word, reminding another of the assignment, and explaining the instructions for an assigned task. Some kinds of reading information were more accurately taught than others, with an average accuracy of 85% for the first-grade pupils and 88% for the second-grade pupils. About three-fourths of the reading infomation offered in unsupervised reading groups was accepted at first hearing by the pupil to whom it was directed and then utilized for the reading assignment.

The usefulness of shared reading information was considered from various perspectives: type of assignment, competition, requests for information, level of reading skill, presence of the teacher, and cheating. The results support an optimistic view of young children's ability to help each other with reading assignments in small groups

DEVELOPMENT AND EVALUATION OF A SUSTAINED SILENT READING PROGRAM IN GRADE FOUR USING SELF-SELECTED MATERIALS

Order No. DA8505351

ARANHA, MABEL, ED.D. *Columbia University Teachers College*, 1984. 164pp. Sponsor: Professor Dorothy Strickland

The purpose of the study is the development of a design for Sustained Silent Reading using self-selected materials, and evaluation of the process and outcome of the program as implemented in grade four in a school in Bombay.

Language programs in Indian schools currently stress oral reading, which is mainly restricted to reading of textbooks. Children are not actively encouraged to read supplementary materials. To be good readers, children must practice reading. Sustained silent reading (SSR) provides practice of reading skills privately without fear of mistakes and brings about better understanding of print.

Ninety-six students from grade four participated. The Experimental group had two periods of SSR a week for 22 weeks in addition to the usual language program. The Control group had supervised study and rapid reading of a book of fables instead of SSR. A design for SSR was developed by the teacher with the help of the investigator.

The process and outcomes of the program were evaluated by assessing reactions of students, teachers and supervisor using questionnaires and a teacher interview guide. Records of independent reading done at home were kept. To measure changes brought about by the program, both groups were pre and posttested for attitudes toward reading and reading achievement using the Estes Attitude Scale and Cloze Tests.

Results of *t*-tests performed on mean change scores for attitudes and reading achievement showed significant differences for experimental and control classes.

Examination of inter-group differences revealed that SSR considerably improved attitudes of boys with low language ability and achievement of girls with high language ability.

Indian children do very little independent reading at home; their reading choices can be widened by constant exposure to a variety of materials.

Results suggest further studies in variables such as mother tongue, socio-economic groups, various grade levels and students' reading preferences. Comparisons with other classroom procedures, longitudinal studies and cross cultural studies between Indian children and American-Indian children are recommended.

On the basis of the evaluation, the researcher recommends that educational authorities include SSR in the primary school lanaguage program instead of supervised study.

EFFECTS OF INTONATIONAL STRATEGIES AND READ-ALONG TECHNIQUES ON GIST AND SEQUENCING COMPREHENSION

Order No. DA8508107

BELTON, ADA HARRINGTON, PH.D. *Fordham University*, 1985. 367pp. Mentor: Carolyn N. Hedley

The purpose of this study was to determine the effects of training students in the use of intonational strategies and read-along techniques as measured by pretests and posttests of comprehension on gist and sequencing. The major focus of the study was to determine the different effects of text with frequent exposures and simultaneous visual and oral presentation of text using read along techniques with intonation patterns transformed into the text.

Sixty sixth-grade students from a low, middle-income middle school in a medium-sized city participated in one of the four treatment groups. Treatment group I received training composed of reading silently and answering gist and sequencing comprehension questions. Treatment II received training composed of visual and oral presentation of text with usual sentence print and were tested on gist and sequencing comprehension. Treatment III received training composed of simultaneous visual and oral presentation of a transformed text with intonation patterns indicating pitch and stress; and comprehension questions on gist and sequencing comprehension. Treatment IV received training composed of simultaneous visual and oral presentation of a transformed text with intonation patterns indicating juncture, and comprehension questions on gist and sequencing comprehension.

The results of the study showed that all four treatments benefitted from the training whether intonational or not.

The conclusions were as follows: (1) Training and instruction using the intonational strategies and read-along techniques can improve gist comprehension.(2) Training and instruction using the intonational strategies and read-along techniques does not significantly increase sequencing comprehension.(3) Training and instruction using juncture has the most effect on comprehension scores.

THE EFFECT OF TUTORING ASSISTANCE ON STUDENTS' READING SKILLS MASTERY IN THE COMPETENCY-BASED CURRICULUM Order No. DA8514738

BERRY, ESTHER E., ED.D. *Howard University*, 1985. 156pp. Supervisor: Sylvia T. Johnson

Operation Rescue, a school and community partnership effort, was designed to address the need for instructional support in elementary schools through tutorial assistance in reading and mathematics. This study examined the effect of Operation Rescue's instructional support in reading among third and fourth graders who had reading skills deficiencies.

A posttest comparison group design employing a 2 x 2 x 4 (Rescue, Sex, School/school district region) analysis of variance was utilized to analyze differences among third graders on the Comprehensive Tests of Basic Skills and differences among fourth graders on the Diagnostic Prescriptive Instrument in Reading which includes Word Perception Skills, Comprehension Skills and Study Skills subtests.

The significant findings were that among third graders in reading performance, tutored students in one of the four school regions scored higher than non-tutored students in that region. Also, there were significant differences between tutored third graders across school regions. Among fourth graders in Word Perception Skills mastery, within school region differences were not found. However, across school differences were found between tutored and non-tutored males. The non-tutored males attained a higher mean than the tutored males. The analysis of the Rescue x Sex interaction showed that non-tutored females attained a higher mean than tutored males. Among fourth graders in Comprehension Skills and Study Skills mastery, significant differences were found between tutored and non-tutored students in one of the four school regions. The non-tutored students attained the higher mean.

The implications presented were that the effective utilization of tutoring assistance should be concentrated in third grade and additional prescriptive reading assistance should be given to fourth grade males who are deficient in reading.

RESOLUTION OF ANAPHORA: WITH AND WITHOUT INSTRUCTION Order No. DA8508903

CIAMPOLILLO, RICHARD A., ED.D. *Boston University*, 1985. 170pp. Major Professor: Thomas E. Culliton, Jr.

Purpose. This study was concerned with the development and evaluation of a series of lessons in anaphoric reference. The primary objective of the study was to measure the increase in knowledge and reading comprehension of sixth grade students following eight prepared lessons.

Procedure. The study ran for a seven week period. A typical class period of forty-three minutes was required for each of the eight lessons. Both experimental groups followed the same directions for the lessons, the difference was in the time sequence in which the lessons were administered.

Teachers were given instructions with each lesson. The lessons were worked through with teacher guidance. Some lessons contained two parts. The first part was concerned with the identification of the particular skill and the development of it. The purpose of these lessons was to develop an awareness and understanding of the rules governing anaphoric reference. The second part of the lesson was used to strengthen skills.

Two hundred and fifty-four students participated in the study. The results of the Reading Compehension subtest of the *Iowa Test of Basic Skills* were used to identify the reading ability of students.

The twelve intact sixth grade classrooms were randomly assigned to three groups. After elimination the sample consisted of the following: 75 students in the Control Group receiving no added instruction, 96 students in Experimental Group I receiving two lessons per week for four weeks, and 83 students in Experimental Group II receiving four lessons per week for two weeks.

Results and Conclusions. An analysis of covariance was performed to determine significance. The author's informal test of anaphoric reference indicated that both experimental groups improved significantly on the post-test in the skill of anaphora resolution ability. There was no improvement in the Control Group. There was no significant difference between the three groups in the results of the Reading Comprehension subtest of the *Iowa Test of Basic Skills* from fifth to sixth grade.

AN EXPERIMENTAL STUDY TO COMPARE THE EFFECTIVENESS OF A REGULAR CLASSROOM READING PROGRAM TO A REGULAR CLASSROOM READING PROGRAM WITH A COMPUTER-ASSISTED INSTRUCTION PROGRAM IN READING COMPREHENSION SKILLS IN GRADES TWO THROUGH FOUR Order No. DA8515764

COOPERMAN, KAREL SONDRA, ED.D. *The American University*, 1985. 97pp. Chairman: Nicholas Long

This study was designed to examine the relationship between the effectiveness of a regular classroom reading program to a regular classroom reading program with computer-assisted instruction program in reading comprehension skills in grades two through four.

A pre-post test experimental design was used. The subjects consisted of 248 pupils in the experimental group in 1982 and 230 pupils in 1983, with 322 in the control group in 1982 and 320 in 1983. The experimental variable was a daily 10-minute computer drill program in reading comprehension that continued from September 1982 to May 1983. The dependent variable consisted of the subjects' scores on the California Achievement Test in the areas of literal comprehension, interpretive comprehension, and critical comprehension.

The test results showed there was no significant difference between the second-, third-, and fourth-grade pupils who were taught by the classroom teacher and the computer-assisted program and second-, third-, and fourth-grade students who were taught by the regular reading program. The dependent measures were the scores on the California Achievement Test in the following three areas of reading comprehension: literal, interpretive, and critical. Since there were no significant differences between the experimental group and the control group and their pre-test scores on the three dependent variables--literal, interpretive, and critical comprehension, the assumption that these two groups were drawn from the same population was accepted.

A post analysis of the experimental design revealed four factors which might have functioned as intervening or confounding variables in this study: (1) Experimental teacher resistance; (2) Selection of the California Achievement Test as the measuring instrument; (3) The time variable appears to be noneffective to have the same block of time for all grades; (4) The computer-assisted instruction program did not contain interesting material geared to the average classroom instructional program.

The recommendations from this study are: (1) Teachers must be trained to be computer literate; (2) Time spent using the computer must be carefully evaluated; (3) The Metropolitan Achievement Test might prove to be a more sensitive instrument for measuring the effectiveness of the computer-assisted program; (4) The computer-assisted program material should be more colorful, interesting, and geared to incorporate the material learned in the classroom.

AN INVESTIGATION OF THE EFFECTS OF A MARKING-CODE STRATEGY ON THE READING COMPREHENSION AND ATTITUDES OF NINTH-GRADE STUDENTS

Order No. DA8511141

DAUER, VELMA LOUISE, PH.D. *The University of Wisconsin - Madison*, 1985. 213pp. Supervisor: Richard J. Smith

The purpose of the study was to investigate the effects of a marking-code strategy on the reading comprehension and attitudes of ninth-grade students. Six heterogeneously-grouped classes were randomly assigned to one of three experimental conditions. On the first day of the study, students in all three experimental groups read a randomly-assigned selection and took a test, which served as the pretest. On each of the two days of treatment, subjects in the Experimental Group used a specific marking-code while reading another randomly-assigned selection and engaged in post-reading, small-group discussion based on their code markings. Subjects in Comparison Group One read the passage and engaged in post-reading, small-group discussion to prepare for a test. Subjects in Comparison Group Two read the passage according to their preferred methods. Reading selections were taken from an earth science textbook. The short-answer comprehension test for each selection contained five textually explicit and five textually implicit questions.

A pretest-posttest comparison group design was used to measure the effects of the marking-code strategy on total comprehension and on comprehension of textually explicit and textually implicit information only. Students' attitudes toward the selections were measured with a three-item inventory which assessed attitudes regarding the value of the information, the interest-appeal, and the difficulty level of the material.

On total comprehension and textually implicit comprehension measures, students in the Experimental Group gained neither more nor less than students in either of the two comparison groups. On textually explicit comprehension measures, students in Comparison Group One gained significantly more than did students in the Experimental Group, but students in the Experimental Group gained neither more nor less than did students in Comparison Group Two. Students in Comparison Group One had significantly higher attitude inventory scores than students in the Experimental Group, but no significant differences were found in attitude scores between students in the Experimental Group and Comparison Group Two.

THE EFFECT OF ADVANCE ORGANIZERS ON CHILDREN'S PROCESSING OF TEXT

Order No. DA8513086

DEITSCH, FRANCINE KLEINMAN, PH.D. *Hofstra University*, 1985. 311pp. Chairperson: Harvey Alpert

This study investigated the effects of an Ausubelian advance organizer, a graphically presented semantic advance organizer, and an historical introduction on childrens' processing of text. Thirty good and thirty poor readers in the sixth grade were randomly assigned to one of the three pre-reading materials and then given a technical science article to read. Subjects' recalled the text freely and then were probed for gaps in recall. A new method of discourse analysis, consistent with the characteristics and purposes of study-type reading, provided the instrument to measure and describe the information acquired and retained by readers. Subjects responses were compared for accuracy to a representation of the text base which included subordinate idea units and increasingly higher level superordinations in the macrostructure. The nature of the explicit reproductions, more readily produced, were subsequently analyzed for the level and relative adequacy of the available ideas retrieved. Subjects reconstructive responses were classified by type and discussed as part of the ancillary findings.

ANOVA and t-tests indicated that discourse processing immediately after reading was primarily reproductive but selective. Non-explicit ideas, generated by probing but seldom freely, were more prevalent among poor than good readers. Poor readers without organizational aids produced a proportionately large number of irrelevant statements in response to cues that information was missing.

Advance organizers were found to foster broader learning but also enabled subjects to independently recall more of the text. All readers benefitted from using organizers, but poor readers derived proportionately greater facilitative effects than good readers. Advance organizers produced a leveling effect between good and poor readers, and also between poor readers who used organizers and good readers who did not. Probing reduced the advantage of the good organizer groups and generated more subordinate than superordinate ideas, particularly among the poor organizer groups who produced relatively few low level ideas initially. The semantic advance organizer was most effective in aiding poor readers to recall information independently and focus on more generalized ideas. However, probing assisted the Ausubelian advance organizer groups to compensate for the advantage of the graphic semantic format.

THE EFFECT OF STRATEGY TRAINING ON COMPREHENSION OF IMPLICIT AND EXPLICIT INFORMATION IN FAMILIAR AND UNFAMILIAR EXPOSITORY TEXT

Order No. DA8506512

DELANEY, NORMA MCLUCKIE, ED.D. *University of Maryland*, 1984. 129pp. Supervisor: Dr. Ruth Garner

The effect of strategy training on the comprehension of fourth- and fifth-grade students was investigated. In three sessions: (1) 32 students were trained to paraphrase succinctly the main ideas of text by deleting trivia, integrating material across paragraphs and writing the main ideas from memory; (2) 33 students were trained to restate details by underlining each detail, then listing the details from memory; and (3) a control group, consisting of 32 students, was involved in activities with words in isolation.

All of the participants were assessed for comprehension of implicit and explicit information in the same familiar and unfamiliar expository articles. Research questions addressed: (1) the effect of training pupils to paraphrase main ideas and to restate details on comprehension performance; (2) the difference between comprehension performance on text explicit and on text implicit information; (3) the interaction effect between strategy training and question types; and for both explicit and implicit information; (4) the effect of strategy training on comprehension performance; (5) the effect of topic familiarity on comprehension performance; and (6) the interaction effect between strategy training groups and topic familiarity.

Results of the three 3 x 2 analyses of variance procedures were statistically significant for the differences among the training groups for comprehension performance on both text explicit and text implicit questions with the main idea paraphrasing group attaining the highest mean score and the control group attaining the lowest mean score; the differences between scores on text explicit and on text implicit information; the effect of topic familiarity on comprehension performance for text explicit information; the interaction effect between strategy training and question types; and the interaction effect between strategy training groups on comprehension performance for text explicit questions and topic familiarity. Because of the difficulty of the questions and the rigorous scoring criteria, the comprehension scores were low.

This study implies that the comprehension performance of students would be improved by instruction and practice in "how" and "when" to use specific learning strategies with expository text. Topic familiarity is an important variable for which additional research is needed for accurate assessment.

AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN STUDENT PRACTICE TIME AND RATE INCREASE IN A SPEED READING PROGRAM, WITH PRACTICAL IMPLICATIONS FOR ADMINISTRATORS

Order No. DA8515311

FELT, WINTON MARTIN, ED.D. *Pepperdine University*, 1985. 181pp. Chairperson: Cara Garcia

Statement of the Problem. The purpose of this study was to determine if there is a positive relationship between the practice time of students in a speed reading course and the rate increase they achieve.

Procedure. A sample of 464 student records was taken from the archives of all Biola University students who took the Speed Readers course in rapid reading between October of 1967 and November of 1983. This investigator taught the same course to all students. A script was followed to assure consistency of treatment from class to class and from year to year. For data analysis, however, consistency over time was not assumed.

To investigate the relationship between practice and rate gain, the analysis of covariance was used to adjust for the possible effects of age and initial rate. Sex, test book used, and enrollment period were treated as independent variables. Based on the review of literature, comprehension was not addressed in this study. Significance was set at the .05 level.

Findings. For the entire sample, there was no significant linear correlation between rate gain and hours practiced. Also, there was no difference between the rate gain of those in the highest 25 percent in practice time (33 to 45 hours) and those in the lowest 25 percent in practice time (12 to 18 hours). However, rate gain did show significant correlations with age, initial rate, and period of enrollment.

Within the high practice group, there was no correlation between rate gain and hours practiced, but rate gain did show significant correlations with age, and period of enrollment. Within the low practice group, rate gain showed significant correlations with initial rate, period of enrollment, and hours practiced.

Older students tended to have smaller rate gains than younger students, and those with higher initial rates tended to have larger rate increases. For the low practice group, those who practiced more tended to have smaller rate increases.

Based on these findings, it must be concluded that there is not a positive correlation between the amount of time a student practices and the rate increase he achieves.

DIRECT INSTRUCTION VERSUS REPEATED EXPOSURE RELATED TO AUTOMATIC PROCESSING OF COHESIVE SIGNALS ON FOURTH-GRADE STUDENTS

Order No. DA8508116

GIAQUINTO, RICHARD ANTHONY, PH.D. *Fordham University*, 1985. 710pp. Mentor: Richard E. Baecher

This study compared two programs of teaching five referent resolution strategies (number, gender, grammatical role, and implicit causality) to help fourth graders identify the referent of pronouns. The first method used direct instruction, and the second method employed repeated exposure together with inductive learning. The purpose of this study was to determine the relative effectiveness of these two instructional approaches in enabling students to identify the referents of pronouns at an automatic level, i.e., without conscious attention.

The subjects were two intact fourth-grade classes. The direct instruction group included 18 girls and 15 boys; the other group, the repeated exposure group, had 16 girls and 16 boys. Both groups received a pretest which measured their speed and accuracy of response for the identification of referents for pronouns.

The direct instructional program utilized 15 teacher-directed lessons to teach basic grammar and the five referent resolution strategies. Each lesson was developmental, in that, each topic was systematically taught and then evaluated.

The second program, the repeated exposure program, presented basic grammar and the five referent resolution strategies in specially constructed narratives. For the basic grammar component, the narratives fully explained each grammar topic, and were followed by related activities and self-evaluation tests. On the other hand, the referent resolution strategies were simply embedded within the framework of various narratives without any explanations. As a result, the students were forced to induce for themselves the five strategies from repeated exposure to the narratives. The teacher's role was to explain the directions found within the program's self-contained workbooks.

A posttest was administered. To control for reading differences, a two-way analysis of covariance with repeated measures on accuracy was performed. Next, to determine the effects of speed, a two-way analysis of variance with repeated measures on speed was utilized. Lastly, an analysis of raw data was undertaken to identify the most and least effective strategy. Results of these analyses suggest that repeated exposure method was more effective, but not at a significant level. The most successful strategies were implicit causality and gender, whereas, the least successful were grammatical role and number.

EFFECTIVENESS OF COMPUTER-ASSISTED VIDEOCASSETTE MODULE FOR READING INSTRUCTION

Order No. DA8506532

GREENBERG, JOANNE CECELIA, ED.D. *University of Maryland*, 1984. 192pp. Supervisor: Robert M. Wilson

This study investigated the effectiveness of a multimedia functional reading module. Use of the videocassette lesson with computer practice was compared to videocassette use with paper and pencil practice. The module focused on the functional reading skill of comprehending billing statements. The effect of the treatments was measured with a posttest and a student response form. Additionally, the study explored the relationship of performance on questions about a three step comprehension strategy to performance on application questions.

Seventy-two sixth grade students from public schools participated. They were randomly assigned to one of two treatments. One consisted of viewing the videocassette lesson and doing computer follow-up practice. The other involved watching the videocassette and completing paper and pencil follow-up activities. Students in both treatments worked in pairs.

Participants took a posttest immediately following the lesson. Participants were also asked to fill out Likert type surveys concerning their reactions to the lesson.

A t-test was used to discover significant differences between posttest scores between treatments. A Pearson Product-Moment Correlation was used to examine the relationship between performance on strategy and application questions. A chi-square procedure was applied to the survey data.

No significant difference existed between the posttest performance of the two groups. Nor were there significant differences in performance of boys versus girls after either treatment. There was, however, a significant correlation between strategy scores and application scores.

There was a significant difference favoring the computer treatment in response to a question about enjoyment of the follow-up practice. There was also a significant difference favoring the computer treatment for an item concerning willingness to re-do the lesson. For the remaining questions there were no significant differences: enjoyment of the video, prediction of test success, and need for help.

When comparing the responses of boys and girls in the computer treatment, no significant differences were found. There were no significant differences when comparing boys' and girls' responses after use of the paper and pencil activities.

These findings are consistent with past studies which generally indicate achievement differences with young students and attitude differences with older. They also support the use of a strategy approach.

THE EFFECT OF A GUIDANCE UNIT ON TEST-TAKING STRATEGIES ON READING TEST SCORES OF SIXTH GRADE STUDENTS

Order No. DA8509932

GUESS, ANNIE LOUISE, PH.D. *The University of Florida*, 1984. 149pp. Chairman: Robert D. Myrick

This experimental study examined the effects of a sixth grade classroom guidance unit on standardized reading comprehension test scores and on test anxiety levels. Interactions between pretest levels of achievement and anxiety and treatment effect on posttest reading scores were also investigated.

Students in experimental and control groups were pretested, using the reading comprehension subtest of the Comprehensive Test of Basic Skills (CTBS), Form U, and the Children's Test Anxiety Scale (CTAS). Students in the experimental group then received a six-session guidance unit in test-taking skills, while students in the control group received classroom review sessions on content material in reading and math in preparation for the spring administration of the Stanford Achievement Test. After the unit was completed, experimental and control groups were post-tested, using the reading comprehension subtest of the CTBS, Form V, and the CTAS.

Posttest data from the two measures were collected for 300 students (E = 145; C = 155). Analysis of covariance (ANCOVA) appropriate for a heirarchical design was used to analyze the results. Pretest scores were used as covariates.

According to the ANCOVA, there was no significant interaction between pretest levels of achievement and anxiety and treatment effect on posttest reading scores. Neither was there a significant effect of the treatment on reading test scores or on test anxiety, according to this analysis. However, by using a pooling approach, the effect of the treatment on test anxiety was significant.

It was concluded that although no significant effects of the treatment could be reported, training in test-taking skills is nevertheless important. Younger students or students who were more test-naive might have responded differently.

Those students who reported a high level of test anxiety on the pretest tended to score low on the reading posttest. These students possibly need more intensive work in small groups with more opportunity for practice in order to benefit from this type of training.

THE RELATIONSHIP OF A KINDERGARTEN INTERVENTION PROGRAM AND READING READINESS, LANGUAGE SKILLS, AND READING ACHIEVEMENT

Order No. DA8511240

HANNAH, JANE NORRIS, ED.D. *George Peabody College for Teachers of Vanderbilt University*, 1984. 82pp. Major Professor: Harry E. Randles

This study was designed to investigate a kindergarten program whose primary emphasis was the teaching of language interrelated with other academic skills. This study describes and evaluates the Kindergarten Intervention Program (KIP) implemented in a small Tennessee school district.

Researchers have explored the relationship between language proficiency and academic achievement for years. Although the causative nature of the relationship between language and reading is unclear, there is agreement that a correlation between language proficiency and reading ability exists.

The selection of students was made by identifying those who incorrectly answered at least 30% of the items on the kindergarten screen. Thirty kindergarten students participated. These students received instruction two afternoons each week to promote language skill development through the direct teaching of basic skills. Individual and small group instruction was given in carefully planned and sequenced lessons.

Pre- and posttest scores of the KIP participants were investigated in the areas of readiness and language. The correlated *t* test was used to determine whether the sample mean of the pretest differed significantly from the posttest mean. The relationship of language scores was also correlated with first-grade reading achievement. The Pearson Product Moment Correlation Coefficient was used to measure this relationship. To further investigate the effectiveness of KIP, the spring readiness test given to the total kindergarten population was analyzed for 4 school years. A chi-square test (X^2) was used to determine if a significant difference existed between the 3 school years prior to the 1981-82 school year and the KIP year.

Evaluation of the data provided information showing that: (1) There was a statistically significant relationship between the number of students scoring below the 40th percentile in the KIP year (1981-82) and the 3 years prior to the 1981-82 school year. (2) There were statistically significant gains in both readiness skills and language concept development of KIP participants. (3) There was no statistically significant relationship between a student's mean length of utterance before intervention and the reading achievement level after first grade. (4) There was a statistically significant positive relationship between a student's language concept skill development and his/her reading achievement.

From this study no wide generalizations were made. The results reported are limited to this population from which the sample was taken. However, it is believed that by giving high-risk students direct instruction in language and the interrelated areas important gains can be made.

THE NATURE OF GOOD AND POOR READER PREREADING LESSONS: FREQUENCY, TIME AND BASAL MANUAL ACTIVITIES

Order No. DA8510253

KLEVENOW, SUELLA MYERS, PH.D. *University of Maryland*, 1984. 140pp. Director: Robert M. Wilson

The nature of good and poor reader prereading lessons conducted by fifth and sixth grade teachers to prepare students to read a narrative basal story was investigated. The nature of instruction differentiated for good and poor reader prereading lessons was determined. Six prereading categories, containing activity descriptors, were established. The frequency of occurrence and the duration of time for activities within each prereading category were observed. The frequency with which basal reader manual suggested activities were implemented was analyzed.

A prereading lesson analysis instrument was developed and validated with interrater reliability coefficients. The instrument contained the prereading categories of passage information, passage sample, vocabulary, prior knowledge, purpose, and situation specific. Situation specific category represented noninstructional activities. Twenty good reader lessons and 20 poor reader lessons were audio-tape recorded, transcribed, and analyzed with the lesson analysis instrument. Basal reader manual lessons for stories taught to 19 good and 19 poor reader groups were examined. Prereading activities suggested in the basal manual lesson were compared to prereading activities in the implemented lesson. Percent of implemented basal manual suggested activities was calculated.

Mean frequency of activity occurrence and mean duration of allocated time within each category were determined for good and poor reader prereading lessons. Both good and poor reader lessons contained activities and allocated time within all six categories. Prior knowledge category received the most activities and the most allocated time. Purpose category received the least amount of instructional activities and allocated time. Mean percent of basal activities implemented was not significantly different for good and poor reader lessons.

Significant difference ($p < .02$) for mean frequency of activities within passage information category was found with good reader lessons receiving more activities than poor reader lessons. No significant differences ($p < .05$) in the mean frequency of activities for all other categories occurred. Significant difference ($p < .05$) for mean duration of time within passage information category was reported with good reader lessons receiving more time than poor reader lessons. No significant differences ($p < .05$) in the mean duration of time for all other categories existed.

A POST-HOC ANALYSIS OF ORAL READING MISCUES GENERATED BY SECOND, FOURTH AND SIXTH GRADE STUDENTS TAUGHT TO READ WITH TWO DIFFERENT WRITING SYSTEMS: ITA AND TRADITIONAL ORTHOGRAPHY

Order No. DA8516495

KOBLITZ, COURTLAND WILLIAM, JR., ED.D. *Southern Illinois University at Edwardsville*, 1985. 182pp.

The oral reading strategies of 150 children taught to read using two different writing systems were analyzed using miscue analysis. One group of 75 children was taught to read using the Initial Teaching Alphabet (ITA) developed by Sir James Pitman. The other group was taught to read using the traditional English alphabet (TO). Twenty-five students were selected from grades two, four and six from each instructional group according to IQ and reading achievement scores. The *Reading Miscue Inventory* (*RMI*), a process-oriented reading test, was administered to each of the 150 students individually. ITA instruction has been extensively studied and compared with TO instruction during the past 24 years, but not from a process point of view.

Data from the two groups on the dependent variables of graphic and sound similarity (visual information) and grammatical function, grammatical relationships and comprehension pattern (nonvisual information) as measured by the *RMI* were analyzed in three ways for any statistically significant differences by Chi Square nonparametric tests of independence. The data were also analyzed by means of Spearman Rank correlations for any significant associations among the various measures of the five dependent variables. Results of the Chi Square analysis showed that the TO students made significantly better use of nonvisual information at grade two. At grade four the ITA students made significantly better use of nonvisual information, although they relied significantly more on visual information. The grade six ITA students demonstrated better overall processing of written text by depending significantly less on visual information and significantly more on nonvisual information. Results of the correlation analysis showed positive associations on the independent variables of instruction, grade level and sex between miscues high in graphic and sound similarity and those low in graphic and sound similarity. There were high positive correlations between miscues that sounded like real language and miscues that resulted in no loss of comprehension. High negative correlations were found between miscues that sounded like real language and those resulting in loss of comprehension and between miscues resulting in loss of comprehension and miscues resulting in no loss of comprehension.

AN EVALUATION OF COMPUTER ASSISTED INSTRUCTION UPON THE ACHIEVEMENT OF FIFTH GRADE STUDENTS AS MEASURED BY STANDARDIZED TESTS

Order No. DA8513059

LEVY, MAX HENRY, ED.D. *University of Bridgeport*, 1985. 140pp.
Chairperson: Leo L. Mann

This quasi-experimental study was designed to investigate the effects of computer assisted instruction (CAI) upon the achievement of fifth grade students in reading and mathematics. The study further attempted to determine the significance of gender, past achievement, school ability and time on task in reading and mathematics programs augmented by Computer Assisted Instruction.

Many research studies had indicated that drill-and-practice CAI was effective with inner-city, educationally disadvantaged and/or low achieving students. Few research studies could be found relating to the effects of CAI on achievement where the subjects were students from non-urban school systems. In contrast to many previous studies, the subjects of this study came from a relatively affluent suburban community where the school population consisted of few minority and educationally disadvantaged children.

The 581 subjects for this study consisted of the entire fifth grade population of the Mahopac (New York) Central School District during the 1981-1982 and 1982-1983 school years. The experimental group consisted of the 293 students who received CAI augmented instruction during the 1982-1982 school year. The control group consisted of the 288 students who did not receive CAI during the 1981-1982 school year. Twelve hypotheses were tested using the subjects' Stanford Achievement Test scores in reading and mathematics as the dependent variable. Least Squares Analysis of Variance at an alpha of .05 was used to determine significance.

The gain score analyses revealed significant gains for the CAI cohort group in reading and mathematics achievement. In addition, females in both cohorts gained more than males in reading achievement. However, no significant gender effects were found for mathematics achievement.

Further analyses were conducted whereby the CAI cohort group was partitioned by three levels of school ability and three levels of past achievement. These analyses related to increased time on the CAI computer program. It was expected that increased CAI time would result in improved achievement test scores. It was found that the CAI cohort group gain could not be attributed to the CAI program because the partitioning analysis indicated that more CAI time did not yield improved achievement gains.

AUDITORY AND VISUAL PROMPTING IN COMPUTERIZED READING INSTRUCTION

LOWERY, BENNIE RAY, ED.D. *University of Southern California*, 1985.
Chairman: M. David Merrill

The purpose of this study was to examine various kinds of computer-delivered prompting techniques in an early reading program designed as an adjunct to the regular primary school reading curriculum. Specifically, this study examined the presence or absence of differential effects and an interaction effect of visual and auditory prompting. Visual prompting consisted of two treatments: graphemic substitution with underlining and no visual prompting. Auditory prompting consisted of three treatments: whole word prompting, phonemic prompting, and no auditory prompting.

The sample consisted of 84 kindergarten and first grade students in an elementary school. They were randomly assigned to the six treatments and a control group. All students took the Metropolitan Readiness Test as a pretest and the Metropolitan Reading Test, Primer Level as a post test. The treatment groups spent twenty twenty-minute sessions on the computer using an adaptation of a commercially available early reading program with synthesized speech.

The results indicated that computerized prompting in early reading programs can be significantly effective if the instructional material is not remedial in nature. The kindergartners showed significant gains ($p < .02$) in achievement, whereas the first grade students did not. There were non-significant differences in prompting treatments. Several factors appeared to confound the prompting results: The treatments were too similar in nature, the twenty day duration was too short, and the first grade students had already studied much of the material covered by the program.

(Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089.)

THE USE OF THE COGNITIVE-GRAPHIC ORGANIZER AS A FACILITATIVE FACTOR IN THE UNDERSTANDING AND RETENTION OF SEVENTH-GRADE SCIENCE CONTENT

Order No. DA8503337

MHONE, YVONNE WILSON, PH.D. *Syracuse University*, 1984. 243pp.

The purposes of the study were: (1) to investigate how the *placement* of a student-devised graphic organizer (i.e., cognitive-graphic preorganizers and cognitive-graphic postorganizers) would influence the retention of science content; and (2) to explore how the regular use of cognitive-graphic pre- and postorganizers would influence general reading comprehension. The cognitive-graphic organizer, also referred to in this study as a student-devised graphic organizer is a special kind of 'advance organizer'. Both graphic organizers and advance organizers have been purported to help students establish relevant cognitive structures for 'new' learning, to activate existing knowledge structures that would interact with learning that is to be acquired, and to relate the 'new' information of particular subjects to over-all course principles. However, the cognitive-graphic organizer used in this study was written at the same level of learning material to represent important science content. This kind of organizer is usually represented by diagrams, charts, drawings or figures.

The study was based on the following assumptions. First, establishing superordinate and subordinate content is important to the acquisition of expository subject-matter (Ausubel *et al.*, 1978). Second, consideration of the placement of organizers relative to textual material should be made so as to maximize the efficiency in learning content. Third, the use of student participatory activities (i.e., the student-devised graphic organizer) will provide opportunities for individual and group responses to organizers. Fourth, the nature of the learning materials (i.e., the kind of subject-matter selected for the study) should help to give direction as to the type of instructional aids that should be used.

One-hundred and twenty students from a large urban junior high school participated in the study to determine organizer effectiveness. Six intact classes were represented in the study. The topic of the experimental learning material was ecology. The experimental strategy (i.e., constructing graphic organizers) was completed in groups of four to five students within the fifteen minute period. The Science Ecology Retention Test which was used to measure retention of science content was validated at the research site with a different group of students who were not participating in the research project. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

AN INVESTIGATION OF THE EFFECT OF PRESCHOOL ON READING READINESS AND BEGINNING READING ACHIEVEMENT

Order No. DA8509277

NELB, BEVERLY CHARLSIE, ED.D. *Temple University*, 1985. 175pp. Major Adviser: Stanley L. Rosner

The major objectives of this study were to determine the effects of a preschool program of reading readiness instruction, compare the achievement of students who began formal reading instruction in kindergarten with those who began in first grade, and to investigate the factors that were related to early reading instruction. An extensive battery of tests was administered to the 57 students in the experimental and control groups during the two-year period the study was conducted.

The results indicated that a preschool program offered by a public school district to all four-year-old students produced significant differences in the skills and abilities these students had when they entered kindergarten. The students who participated in this program scored significantly higher on three (Listening, Word Analysis, and Language) of the five ITBS (Level 5) subtests and also received significantly higher composite test scores. End of the year test results from the ITBS (Level 6) offered additional support regarding the lasting effectiveness of the preschool program. Significant differences were found between the scores the experimental and control groups received on the Reading subtest as well as their composite scores. Comparisons that were made between the scores students in the two groups received on the Houghton Mifflin mastery tests indicated that the kindergarten students in the experimental group scored as well as or better than the first grade students.

Single and multiple correlations were also calculated to determine the skills and abilities that were the best predictors of early reading achievement. Eight of the 16 individual measures and three of the six combined measures were shown to have predictive value, however, the lack of validity for the remaining measures caused the researcher to question current readiness assessment practices. Parent surveys were also utilized to determine the relationship between home environment factors and the groups students were placed in based on their readiness to begin formal reading instruction. Significant differences were found among the three groups compared for the following eight factors: age, independence, memory, persistence, interest in writing, help given identifying words and with spelling, and time spent watching television.

TRAINING THIRD GRADE STUDENTS TO USE THE QUESTION-ANSWER RELATIONSHIP STRATEGY FOR COMPREHENSION OF EXPOSITORY TEXT

Order No. DA8508510

OHLER, MILDRED ELAINE, PH.D. *University of Maryland*, 1984. 119pp. Director: Ruth Garner

Sixty average third-grade students were the subjects for this study. Thirty subjects were randomly assigned to a training condition and thirty subjects to a control condition. Subjects in the training condition were trained to use the question-answer relationship (QAR) strategy for comprehension of expository text.

Training was administered over five consecutive days. Time and materials were the same for the control group. Scripts were developed for both groups to ensure uniformity of instruction because the study was conducted at two different locations. Following training, all subjects participated in a posttest session. Subjects read an expository passage and were asked to answer eight comprehension questions (four text-based, four reader-based).

The research questions were as follows: (1) Will third-grade students given QAR training over a week perform better than control students in accuracy of question responses? (2) Will third-grade students given QAR training over a week perform better than control students in frequency of appropriate text lookbacks?

The dependent variables in this study were: percent of correct answers provided by recall alone, percent of correct answers with lookbacks for questions not answered correctly from memory, and percent of lookbacks used when needed. That is to say the first dependent measure presented information about accurate answers with no lookbacks. The second dependent measure presented information about accurate answers with lookbacks. The third measure, on the other hand, presented information about appropriate use of lookbacks in instances of accurate and inaccurate answers. Results of this study indicated no significant difference between subjects' correct answers by recall alone. Differences were not expected because memory was not trained. Significant differences were found for subjects' correct answers using lookbacks and subjects' use of lookbacks when needed.

These findings were supportive for the training of the QAR strategy for comprehension of expository text. As advocated by the findings the QAR strategy is a viable tool for teachers to use in their classrooms to facilitate comprehension of expository text.

STUDENTS' AFFECTIVE AWARENESS OF AESTHETIC FORM AND SYMMETRY THROUGH A DIRECTED READING LESSON APPROACH

Order No. DA8506573

PHARES, SUZAN WOYCHUK, ED.D. *University of Miami*, 1984. 103pp. Supervisor: Dr. Gordon Foster

The purpose of this study was to determine whether an art-reading activity could enhance one's aesthetic awareness and understanding when making judgments about art at the fifth and sixth grade levels for Chapter I students.

Concepts about clay were identified and discussed as the experimental groups were involved in a Directed Reading Lesson (DRL) about art. The control groups were not given the art-reading activity; they received either a nonart DRL from their required curriculum or a standardized mathematics lesson. The independent variables were implemented by each group's basic skills classroom teacher one hour before they came to art. As each group came to art they all received the same art instruction. Each group met separately once a week for four weeks.

Upon conclusion, a standardized test "Test I" from Tests in Fundamental Abilities of Visual Art (Lewerenz, 1927) which measured students' ability in making judgments about art was administered to all groups. To account for possible differences in reading ability among the students at each grade level, ANOVA was run using students' reading comprehension scores from the Stanford Achievement Test taken in the 1982-1983 school year. Results indicate that there were no significant differences. A Duncan Post-Hoc Test, using the "Test I" scores, revealed a significant difference in favor of the experimental groups at both the fifth and sixth grade levels at the alpha .01 level.

The findings indicated that for these subjects a planned reading activity about art was a viable means for developing their aesthetic awareness and understandings in order to make aesthetic judgments about art.

A CONTENT ANALYSIS OF READING COMPREHENSION INSTRUCTION IN SELECTED SOCIAL STUDIES TEACHERS' MANUALS OF FIRST, THIRD, AND FIFTH GRADE

Order No. DA8515152

RUTLAND, ADELE DUCHARME, ED.D. *The Louisiana State University and Agricultural and Mechanical Col.*, 1984. 258pp.

This study was designed to assess reading comprehension instruction guidelines within elementary social studies teachers' manuals. The study's purpose was to analyze guidelines for teaching reading comprehension as presented in selected elementary social studies teachers' manuals.

In order to assess reading comprehension instructional guidelines, a content analysis of nine teachers' manuals representing three randomly selected social studies series with 1983 copyright dates was undertaken. An assessment model was developed which consisted of three categories, SOME INSTRUCTION, NON-INSTRUCTION, and INDETERMINATE. Five components representing the definition of reading comprehension instruction formulated for this study were used to establish which category was to be referenced. Additionally, a criterion skills list was developed from the scope and sequence charts of each series. This criterion list along with the three categories from the models was used for tabulating data in this study.

Results from the content analysis indicated that 35% of the comprehension guidelines referenced provided some instruction, while 61% of the guidelines were non-instructional. The data for series and grade levels revealed that there was a 58 percentage point decrease between first and fifth grades in the percentage of the total references at each grade level that were positively coded. An inverse trend existed with regard to SOME INSTRUCTION and NON-INSTRUCTION within series and across grade levels. Overall, the three social studies programs adhered to the exposure definition of reading comprehension and a dyad model of instruction involving prior knowledge and practice/application.

Implications were drawn and recommendation were made for practitioners, teacher educators, publishers, and researchers based upon findings. One primary suggestion was for classroom teachers to be more cognizant of the limitations of teachers' manuals. In addition publishers were urged to provide examples of reading strategies within reading comprehension instruction guidelines. Likewise, recommendations were also made to researchers interested in this type of study. One of the recommendations was that students' text and teachers' manuals should be analyzed concurrently. Another was that observational research should be considered as a continuation of this study to ascertain to what extent teachers rely on teachers' manuals for reading comprehension guidelines in the social studies curriculum.

HANDICAPPED CHILDREN AS TUTORS: THE EFFECTS OF CROSS-AGE, REVERSE-ROLE TUTORING ON SELF-ESTEEM AND READING ACHIEVEMENT

Order No. DA8505580

TOP, BRENT LAMAR, PH.D. *Brigham Young University*, 1984. 125pp. Chairman: Russell T. Osguthorpe

The purpose of this study was to examine the effects of having handicapped students tutor younger non-handicapped children in reading. The impact of the tutoring on both reading achievement and self-esteem were studied. Parental and teacher attitudes about the reverse-role tutoring were also examined and reported.

Included in the study were 78 4th-6th grade handicapped students and 82 non-handicapped first graders. A non-equivalent control group design was utilized with both pre and posttests administered. The instruments used were a criterion reading test, the standardized Woodcock-Johnson Reading Battery, the Piers-Harris Self-Concept Scale, the Student's Perception of Ability Scale, and the Inferred Self-Concept Scale.

Multivariate analyses of covariance indicated that the treatment group of handicapped tutors and non-handicapped tutees scored significantly higher than their corresponding control groups on both the criterion and standardized reading tests. Analyses of the self-esteem data resulted in inconclusive findings concerning the effects of reverse-role tutoring on self-esteem of handicapped tutors. The study reported overwhelmingly positive parental and teacher attitudes concerning the tutoring program.

A COMPARATIVE STUDY OF ACADEMIC ACHIEVEMENT IN READING, MATHEMATICS, AND SELF-CONCEPT OF SIXTH GRADERS IN ELEMENTARY SCHOOLS AND MIDDLE SCHOOLS

Order No. DA8514762

VINSON, DANIEL ALLAN, ED.D. *University of San Francisco*, 1984. 126pp. Chairperson: Laurence A. Bishop

This study was conducted to determine if significant differences existed between the reading achievement, mathematics achievement, and self-concept of sixth graders in a K-6 elementary school and sixth graders in a 6-8 middle school. A cause-and-effect relationship between school structure and sixth graders' academic performance and self-concept was explored to determine if justification could be found for reorganizing the traditional K-6, 7-9 school structures to incorporate a 6-8 middle school.

The Mountain View Elementary School District in the San Fransicso Bay Area of California was the site of the study. This district serves about 2,100 students with 40 percent minority. The sample included 197 of the 400 sixth-grade students enrolled during the 1980-81 and 1981-82 school years.

Academic performance was measured using the 1973 Stanford Achievement Test (SAT), Intermediate Level II, reading and mathematics sections. Self-concept was measured by Gordon's "How I See Myself" scales.

Scores from the SAT were submitted to a repeated-measures analysis of variance with the two factors of school organizational structure and gender as independent variables, and the pretest and posttest scores used as the repeated measure. Scores from the "How I See Myself" scale were analyzed using an analysis of variance with two factors of school organizational structure and gender. In addition to the analyses of variances, Pearson product-moment correlations were computed between the SAT scores and the self-concept scores.

From the analysis of SAT scores, no differences were found between sixth graders in the two school structures. There was no advantage shown for either middle school or elementary school on either reading or mathematics performance. Also found from the analyses of variance of SAT scores was no difference between male and female students.

The analysis of self-concept scores showed similar results. No advantage was shown for the middle school or elementary school structure on sixth-graders' self-concept scores. Again, no differences were found between male and female students.

The correlations between self-concept and academic performance were small and non-significant.

Results from the study refuted the general argument used by middle-school opponents that the change from the security of the elementary self-contained classroom would have a negative effect on the middle-school sixth-grader. The lack of significant differences in self-concept also supported the notion that sixth-graders in a middle school would not suffer a drop in self-concept as a result of being taken from the "top" of the elementary grade structure and put into the "bottom" of the middle-school structure.

A MODEL FOR PREDICTING ACADEMIC ACHIEVEMENT BASED ON TEMPORAL ASPECTS OF CHILDREN'S ITEM-NAMING

Order No. DA8507273

WALSH, DANIEL JAMES, PH.D. *The University of Wisconsin - Madison*, 1985. 194pp. Supervisor: Gary Glen Price

A model for predicting academic achievement in reading and arithmetic is presented and tested. The model states: ACHIEV = NAMFAC + ACCUR + AUTO + ATTHAB.

Where ACHIEV stands for achievement; NAMFAC, general naming facility; ACCUR, accuracy of domain-specific knowledge; AUTO, automaticity of domain-specific knowledge; and ATTHAB, attentional habit.

Data from 38 kindergarten and 51 second grade children (approximately equal numbers of boys and girls, and blacks and whites) were used. Reciprocal transformations of naming latencies for familiar objects, upper and lower case letters, and the digits from 0 to 9 provided the bases for the independent variables in the model. End of first and third grade achievement data were used as the dependent variables.

The model accounted for 70% of the variance in reading and 30% of the variance in arithmetic for kindergarten children. The regression equations for second grade children were not significant.

A gender-by-ethnicity interaction term was added to the model. This term increased the explained variance significantly. An unexpectedly strong association between attentional measures and arithmetic achievement for kindergarten boys was noted.

EFFECTS OF STUDY SKILLS INTERVENTION ON SCHOOL ATTITUDE, STUDY SKILLS, AND LISTENING SKILLS OF THIRD GRADE STUDENTS

Order No. DA8516421

WONDERLY, ERIC WAI YIN, PH.D. *Kent State University*, 1985. 170pp. Director: Joseph N. Murray

Educational institutions have become increasingly accountable for the competency of students. There has been a growing concern by educators and the general public as to whether students are prepared to function adequately in today's society. This concern has brought about a focus on the need to develop basic skills to improve the work habits of students and their success in school.

The purpose of this study was to determine the extent to which a seven week study skills intervention significantly effected the listening comprehension skills, study skills, and school attitudes of third grade students. Six hypotheses were tested incorporating a research design consisting of an experimental and control group both receiving pre and post test measures. A total of 100 third grade students, attending a Catholic parochial school, participated in this study. The control group was comprised of 72 students and the experimental group was comprised of 28 students. The assessment battery for pre and post test measures consisted of the Sequential Test of Educational Progress (Listening Comprehension & Study Skills) and the Survey of School Attitudes. The Short Form Test of Academic Aptitude (SFTAA) was only administered during the pretesting.

The data were analyzed using a one-way analysis of covariance employing two covariates. The covariates used in the analysis of the data were the pretest measures, and the academic aptitude as measured by the SFTAA. The dependent variables were listening comprehension skills, study skills, and reading, math, science, and social studies attitudes. The independent variable, treatment, consisted of the study skills intervention program over a seven week period and the control group. The data indicated a significant difference in study skills between the two groups, however, the measurable mean difference between the two groups was small.

These results suggest that children may benefit from training in developing study and work habit techniques. No statistical differences were obtained between the experimental and control group on measures of listening comprehension and school attitudes. Recommendation focused on the development of study skills interventions by teachers, school administrators, guidance personnel, and school psychologist, and the implications for study skills in curriculum designs.

AN EXPERIMENTAL STUDY OF THE EFFECTS OF LEARNING COMPUTER PROGRAMMING ON READING COMPREHENSION OF A SELECTED GROUP OF FOURTH GRADE STUDENTS

Order No. DA8508672

ZETZL, MARTHA SUE, ED.D. *Ball State University*, 1984. 147pp. Adviser: Dorothy A. Shipman

The purpose of the study was to determine if learning computer programming on a microcomputer in BASIC language has a significant effect on the reading comprehension of fourth grade students.

The study population consisted of eighty students in four fourth grade classrooms in a metropolitan district in central Indiana. The classes were randomly assigned to experimental and control groups. Each of the four classes received thirty minute instruction sessions. The experimental group received programming instruction while the control group received no programming instruction, but were instructed in computer awareness and the use of math computer software.

Conclusions. Based on the findings of this study the following conclusions were drawn: (1) Learning how to do computer programming did not significantly affect the reading comprehension achievement of fourth grade students without regard to sex or reading ability level. (2) Students with reading abilities in the average and below average range responded better to programming instruction by

demonstrating higher mean comprehension gains. (3) Female students demonstrated a better response to programming instruction than male students no matter what the classification of reading ability. (4) Lower ability students made greater gains whether they did or did not learn programming, possibly indicating that hands-on experience with a computer may assist in improving reading comprehension.

The results of this study indicated that the students responded favorably to learning computer programming. Only two students in the experimental group did not improve their comprehension scores. Nine students in the control group did not improve their scores. However, no significant evidence was found that suggested that learning computer programming would improve comprehension achievement. (Abstract shortened with permission of author.)

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